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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 34 titles deal with a variety of topics, including the following: (1) elementary school reading comprehension instruction; (2) a language experience approach to remedial reading instruction with junior high school students, (3) the effectiveness of using advance organizers, (4) reading assessment in Illinois and Michigan, (5) predictors of junior high school reading competency, (6) the effect of student attitudes on reading achievement, (7) the linguistic acceptability of a reading series, (8) the impact of Florida's student assessment on the state's high school language arts curriculum, (9) reading skills development textbooks, (10) a standardized reading test for international students, (11) the influence of praise and written directions on students' engaged time in reading, (12) characteristics of disabled readers, (13) the effects of open and traditional schooling on reading instruction, (14) spelling test methods, (15) an informal reading inventory developed for teacher training, (16) lower socioeconomic status and black student performance on tests of multiple grammatical function word knowledge, (17) development and evaluation of a language arts program, (18) oral cloze tests, (19) reading comprehension study aids, and (20) measures of syntactic ability. (AEA)

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Testing and Evaluation in Reading and Communication Skills:

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EFFECTS OF HEIGHT OF INFORMATION IN THE CONTENT STRUCTURE AND MEASUREMENT MODE ON THIRD AND SIXTH GRADERS' COMPREHENSION OF EXPOSITORY DISCOURSE

Order No. 8020549

BAUMANN, JAMES FRANK, PH.D. *The University of Wisconsin - Madison*, 1980. 265pp. Supervisor: Professor Dale D. Johnson

The Problem. A popular and fruitful line of discourse processing research has explored the impact the structure and organization of prose has on comprehension. Research by Walter Kintsch, Bonnie Meyer, and others has established that adult fluent readers are able to free recall significantly greater amounts of information from high levels of an expository text hierarchy than from lower text portions. This phenomenon--the tendency for greater comprehension of central thoughts or main ideas--has been referred to as the "levels effect: the preferential recall of superordinate information from high levels of a passage hierarchy.

Based on this literature, a number of educational implications involving test construction, the selection and writing of content area reading materials, and the teaching of specific reading comprehension strategies have been offered. Upon review of the relevant studies, however, it became apparent that they possessed low levels of external validity; that is, applications to real-life educational settings were generally not permissible. This was especially true if the educational setting of interest was reading comprehension instruction in the elementary school. It was the purpose of this dissertation, therefore, to conduct an investigation evaluating the levels effect hypothesis in a manner that justified the application of findings to elementary school reading comprehension instruction.

Method. In order to achieve this goal, several modifications were made relative to prior research methodology: (a) children (third and sixth graders) were subjects, not adults; (b) experimentation occurred in elementary schools, not in laboratory settings; (c) experimental texts were randomly selected from elementary curricular materials (social studies textbooks) as opposed to experimenter contrived passages; and (d) the dependent variables used to measure comprehension included a free recall (oral) task as well as more traditional measures of comprehension: paper and pencil, question/answer tasks.

Experimental texts were analyzed using Meyer's prose analysis procedure and the resultant content structures were divided into High, Middle, and Low Level portions: ideas representing central thoughts, major supporting information, and details, respectively. Subjects were directed to silently read the text and then respond to one of the three dependent measures: an oral free recall test, an open-ended question test, or a multiple choice test.

Results and Conclusions. Results indicated no general support for the levels effect hypothesis. Although descriptively there was a general trend in the third grade data for High level information to be comprehended best, there was a statistically reliable difference for only the multiple choice question condition. No statistically significant results supporting the levels effect hypothesis were detected in the sixth grade data; and, in fact, significantly greater amounts of Middle and Low level ideas were comprehended for the multiple choice and open-ended question conditions respectively. Thus, it was concluded that there was no concrete evidence for the presence of the levels effect in elementary school children's comprehension of expository discourse.

Explanations for the aberrant results involved the possibility that other text structure factors such as signaling or rhetorical structure were operative and may have masked the hierarchical variable. It was also hypothesized that other non text-centered factors such as prior knowledge may have influenced the results.

Educational implications of the study centered on the continued need for main idea instruction in elementary school reading programs. It was also recommended that added attention be given to instructing children how to comprehend expository text. Since children are generally less familiar with this genre (as opposed to narrative discourse), it was suggested that specific activities be initiated to help children develop a schema for exposition and thus assist them in comprehending expository prose. Finally, it was recommended that highly controlled, preliminary research--though essential in new areas of inquiry--be followed up with more generalizable, ecologically valid studies that permit extrapolation of research findings to real-life, educational settings.

A DETAILED ANALYSIS OF RECALL TO EVALUATE THE RAPID READING EFFICIENCY CLAIM

Order No. 8106541

BROWN, FLODIE LUCRETIA, PH.D. *Brigham Young University*, 1980. 82pp. Chairman: Edward J. Winward

In 1978 Barrus concluded that rapid readers have a higher reading efficiency than either students doing graduate work in the subject matter being read or honors students. The rapid readers were judged as gaining equal information but at significantly faster rates or significantly more information at the same rate. The judges' ratings, however, have been questioned. Were the rapid readers better storytellers and thus able to mislead the judges? Since this was one of the most dramatic demonstrations in research of rapid reading efficiency, this study examined that question through an indepth analysis of the recalls collected by Barrus. The results indicated that the answer was negative. A factor analysis indicated that the two major factors, which appeared to be storytelling and information gained, were not closely related. The multivariate analyses of variance indicated the rapid readers performed as a distinctive and more efficient group than the other two groups of readers while reading at both their preferred rate and at 3,000 wpm. The differences were not as significant when reading at 260 wpm.

A COMPARATIVE STUDY OF THE EFFECTIVENESS OF A LANGUAGE EXPERIENCE APPROACH AND A READING LABORATORY APPROACH WITH JUNIOR HIGH SCHOOL STUDENTS

Order No. 8112326

COHN, REGINA LYNN, ED.D. *Hofstra University*, 1980. 92pp.

This study was conducted to examine the effectiveness of a language experience approach (LEA) when compared with a traditional individualized laboratory approach (LAB) with junior high school students who were deficient in their reading skills.

The underlying assumption was that the LEA would result in improved reading, writing, and attitudes toward reading.

It was hypothesized that there would be a significant difference between the LEA and LAB groups in: (1) reading comprehension, as measured by a cloze procedure test; (2) writing maturity, as measured by Hunt's T-unit; and (3) attitude toward reading, as measured by the Reading Scale of The Estes Attitude Scales.

The subjects of the study were seventy-five seventh and eighth grade students who were attending West Hollow Junior High School in Suffolk County, New York. The subjects, who had been evaluated as reading at least one year below grade level placement, attended their regularly scheduled reading classes taught by one of the four reading teachers, two of whom used the LEA, and two of whom used the LAB approach with their classes.

Scores received by the subjects in the three areas examined revealed no significant difference between the LEA and LAB methods of instruction.

The major conclusion drawn from this study was that the LEA appears to be as effective a means of reading instruction as is the LAB approach. Subjects in both groups improved in their reading comprehension, writing maturity, and attitude toward reading.

The greatest difference between the two approaches is the cost. A LAB program requires a large expenditure of funds for machinery, the software that coordinates with the equipment, and the regular purchase of new books and kits. The LEA program can utilize newspapers, magazines, library materials, and resources people to provide the stimulus for the writing and reading experiences.

THE RELATIVE EFFECTIVENESS OF AN ADVANCE ORGANIZER ON THE MEANINGFUL VERBAL LEARNING AND RETENTION OF JUNIOR HIGH SCHOOL STUDENTS IN INDUSTRIAL ARTS

Order No. 8107313

DARROW, DONALD RICHARD, PH.D. *The Ohio State University*, 1980. 327pp. Adviser: Professor Willis E. Ray

This study investigated the relative effectiveness of two pre-instructional treatments on the learning and retention of material-processing concepts by eighth- and ninth-grade industrial-arts students. One treatment involved the use of an advance organizer and was based on Ausubel's Assimilation Theory. The other treatment, a conventional overview, consisted of a series of traditional laboratory demonstrations. The advance-organizer and conventional-overview treatments were presented via video tape and were used in conjunction with two text-like readings about specific industrial processes. The instructional sequence involved viewing a 10-minute video tape the first day, reading a 25-minute reading the second day, viewing a second 10-minute video tape the third day, and reading a second 25-minute reading the fourth day. Initial learning was measured using a multiple-choice test on the fifth day. Retention was measured three weeks later using a rearranged version of the same test.

The advance organizer was developed from a taxonomy of concepts of how materials are formed, separated, and combined. The hierarchical relationship of these concepts was presented using a series of block diagrams. A series of demonstrations was used to provide exemplars of the concepts shown in the block diagrams.

A one between-groups and one within-subjects partial hierarchical design was used which involved ten intact classes (178 students). Each class was randomly assigned to a treatment so that five classes were nested within each treatment level. Test results for initial learning and for retention were examined by analysis of variance.

No significant difference ($p < .05$) was found between treatment groups for either the initial learning or the retention measure. It was concluded that the advance-organizer and the conventional-overview treatments were equally effective for both measures.

The literature review, which included two meta-analyses of advance-organizer studies, revealed that advance-organizer treatments tend to show a facilitative effect. This study was only the second study to use advance organizers with industrial-arts content at the junior-high-school level. It was limited in duration and was restricted to an experimental design which accommodated intact classes. Many questions relative to the effectiveness of advance organizers for teaching industrial-arts content at this level remain unanswered.

Accordingly, the following recommendations were made: Similar studies are needed which employ a true experimental design and which enable analyses of interaction between treatments and student characteristics such as intellectual ability and existing subsuming concepts. Such studies should assess learning which is directly attributable to the advance organizer as well as to the specific learning task. Criterion tests in future studies should measure higher levels of cognitive knowledge than were measured in this study. Additional research is needed concerning the effectiveness of using block diagrams to teach hierarchical concepts. Alternate forms of the advance organizer used in this study should be developed and tested. Future studies should study the relative effectiveness of aural, visual, written, and interactive organizers for teaching industrial-arts content at this level. Particular attention should be focused on the concept density and kinetic structure of the advance organizer in future studies. Future studies should integrate advance organizers into the ongoing course. The affective effects of advance organizers in industrial arts should be studied.

AN INVESTIGATION AND SELECTIVE ASSESSMENT OF SECONDARY SCHOOL READING PROGRAMS IN ILLINOIS

Order No. 8108490

DIXON, KAREN MARCAVAGE, PH.D. *University of Illinois at Urbana-Champaign*, 1980. 230pp.

In recent years, the well-publicized decline in standardized test scores and cases such as Peter Doe vs. the San Francisco Unified School District (Harper and Killarr, 1977) have spawned an outburst of public criticism directed at the public schools. Reading instruction and students' reading abilities are at the center of the controversy. But a question crucial to understanding the situation and correcting it if necessary has been ignored: What is the nature of the reading programs currently operating in the secondary schools, and how widely available is organized instruction at the secondary level? Hill (1971) noted "we know very little more about secondary school reading instruction and program operations in 1970 than we did one or two decades ago..." (p.28). Hill goes on to stress the need for detailed surveys and carefully reported results.

In Illinois, no thorough investigation of secondary school reading programs had been conducted since 1960. The present investigation was designed to determine the availability of reading instruction in secondary schools, to assess what proportion of the current programs might be considered good programs based on profession recommendation, to identify characteristics common to apparently successful programs, to discover needs in the areas of teacher training and program planning, and to determine the feasability of conducting a national study of secondary school reading programs.

A detailed questionnaire was sent to 1,100 middle, junior high, and senior high schools in Illinois. Responses from just under half of the schools indicated that reading instruction in some form was available in 78% of the schools. While this indicated some progress in terms of numbers of programs, remedial instruction was found to be offered most frequently, and there was some indication that nearly half of the students enrolled in reading classes were enrolled in classes designed to correct reading problems rather than to develop and refine reading skills. Advances in teacher training were revealed, but there still appears to be a shortage of qualified teachers in many areas. The most important finding in terms of the characterization of programs was the extremely small proportion of programs meeting the criteria of effective programs. Using a [illegible] set of seven criteria, only 4.5% of the programs reported were considered exemplars of good programs; approximately 26% of the programs met three minimally accepted standards of quality. Nearly one-third of the reported programs were judged to have the potential to improve their quality.

Several suggestions are offered for improving program planning and teacher education, including increased articulation between secondary school reading educators and their colleagues in elementary schools; more systematic evaluation of the reading program; and the pooling of resources of small schools through consolidation in order to increase the likelihood of providing a program that meets the needs of all students.

THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM: A STUDY OF THE RELATIONSHIP BETWEEN MICHIGAN'S EXPERIMENTAL READING TEST AND SELECTED READING INSTRUCTIONAL PROGRAMS

Order No. 8112076

ERWIN, PAUL DEAN, PH.D. *Michigan State University*, 1980. 255pp.

Purpose of the Study. This study was an attempt to establish the degree of concurrence between the Michigan Educational Assessment Program Experimental Reading Test Grades Four and Seven and the K-6 reading instructional programs most commonly used in Michigan. The purpose of the study was (1) to analyze and compare the concepts presented in each of the K-6 reading instructional programs and the concepts measured by the Michigan Educational Assessment Program Experimental Reading Test Grades Four and Seven as measured by the *Reading Concepts Checklist, (RCC)*, and (2) to establish the degree of congruence between the K-6 reading instructional programs as measured by the *Reading Concepts Checklist, (RCC)*.

Procedure and Design. A non-parametric, distribution free test, Cochran's "Q" Test, compared to a Chi-square distribution, was used to test the significance between the observed differences between the proportion of matches and mismatches across the *Reading Concepts Checklist, (RCC).* Post Hoc comparisons were conducted through the use of the Dunn-Bonferrone pairwise comparison technique. The Cochran "Q" Test was employed to determine the level of inter-rater agreement of a panel of reading experts who evaluated the Experimental Reading Test.

Major Findings and Conclusions. The following appraisal of the findings was reached: (1) The findings of the study indicate a lack of concurrence between the Michigan Educational Assessment Program Experimental Reading Test Grade Four and Seven, and the K-6 reading instructional programs. Total proportion scores of the matches and mismatches across the *Reading Concepts Checklist, (RCC),* and proportion scores from the nine subcategories in the *Reading Concepts Checklist, (RCC),* indicate a lack of concurrence between the Michigan Educational Assessment Program Experimental Reading Test and each of the five reading instructional programs. (2) The findings of the study indicate the degree of concurrence present among the reading instructional programs is significantly greater between (a) Ginn and Company, (b) Harcourt, Brace and Jovanovich, and (c) Holt, Rinehart, and Winston, and is significantly greater between (d) Houghton-Mifflin Company and (e) Scott, Foresman Company; thus forming two distinct groups. (3) The findings of the study indicate significant differences exist in the K-3 reading instructional programs in categories V, Comprehension: Vocabulary Development, VII, Inferential Comprehension, and IX, Study Skills of the *Reading Concepts Checklist, (RCC),* while significant differences exist in the 4-6 reading instructional programs in categories III, Phonic Analysis, IV, Structural Analysis, VI, Literal Comprehension, and VII, Inferential Comprehension of the *Reading Concepts Checklist, (RCC).*

THE PREDICTION OF JUNIOR HIGH SCHOOL READING COMPETENCY FROM ELEMENTARY SCHOOL PERFORMANCE

Order No. 8110328

FRASER, GERALDINE ELIZABETH, ED.D. *University of Massachusetts,* 1981. 117pp. Director: Dr. Ena Vasquez-Nuttall

Concerns regarding competency in basic skills are not unique to the late 1970s; certainly questions were being raised prior to this decade relative to the efficiency of the American public school system. However, no one could have predicted the proliferation of ideas, plans, controversies and legislation that would begin in 1972, sweep the majority of the 50 states, and engage the attention of Congress by 1978. Airasian (1979) concluded that the public's perception of the deterioration of educational standards precipitated their demand for proof, in the form of minimum competency test results, of pupil attainment of basic skills in reading, listening, writing and math.

That reading should emerge as a primary concern did not come as a surprise. Reading competency is recognized as the cornerstone of all of the academic experiences of the individual. The measurement of reading progress with achievement tests in elementary grades has been a standard practise in education for many years. In spite of the mounting evidence that all children are not proficient readers when they reach the secondary level, formal reading instruction most often terminates at this point in time.

The purpose of this study was to examine the existing data in the cumulative school records of a certain population in search of the significant factors that contributed to, and were predictive of, reading achievement at the junior high level. These 130 beginning seventh-graders had already met the United States Census Bureau's initial criterion of literacy, namely, six years of schooling. The dependent variable in this study is the average of the reading and vocabulary subtest scores attained by the pupils in the *Iowa Tests of Basic Skills* early in grade seven. The independent variables investigated for their significance were: (1) reading, spelling and language subtest scores between grades three and seven; (2) intelligence test scores in grades three and six; (3) attendance; (4) age; (5) sex; (6) number of grade schools attended; (7) elementary teacher ratings of work habits and scholarship; (9) socioeconomic status; (10) grades in which some pupils received remedial reading services. Stepwise multiple regression analysis was the statistical method used to evaluate the contributions of each independent variable

The results indicated that the reading achievement tests in grades one and two were the most significant predictors of reading competency at the seventh grade level. The Paragraph Meaning subtest of the *Stanford Achievement Test* in grade two was actually the most effective indicator among the primary grade (one through three) variables of later reading achievement and explained 54% of the variance. In this study, girls did not excell boys, socioeconomic status was not statistically important, and age and attendance did not add any valuable information. Some implications of this study are: (1) The majority of the children who lag behind in reading achievement in the primary grades continue to show deficiencies in subsequent school years; therefore, remedial intervention should begin early and continue until it is no longer needed. (2) Since the early indicators of reading failure can be noted by school systems already using standardized tests, the addition of competency tests will be superfluous unless the early warning indicators are being ignored. (3) Six years of basic reading instruction is not sufficient for many pupils. Formal reading instruction should continue at the secondary level (grades seven through twelve) until each student had mastered the basic decoding, comprehension and inferential skills.

READING ATTITUDES AND LOCUS OF CONTROL IN HIGH-ACHIEVING AND LOW-ACHIEVING READERS Order No. 8102500

FREDERICKS, ANTHONY DAKIN, ED.D. *Lehigh University,* 1980. 136pp.

Purpose. The major purpose of this study was to investigate third and fourth grade students' self reporting attitudes toward reading, their perceptions of locus of control, and the effect these affective variables have upon student achievement in reading. The study also investigated whether boys and girls of equal reading ability differ on the affective factors of attitudes toward reading and locus of control. In addition, the study examined the relationship between self reporting and teacher rated measures of reading attitude.

Procedure. The sample selected for this study was drawn from all the third and fouth grade classes of a single elementary school. Subjects were divided into quartiles, based entirely upon the results of a standardized reading test. Only the high-achieving readers (first quartile) and low-achieving readers (fourth quartile) were administered instruments designed to evaluate their attitude toward reading and locus of control. Additionally, each third and fourth grade teacher evaluated participating students with a separate reading attitude scale. An analysis of variance, a multiple regression formula, and a correlational analysis were applied to test the ten hypotheses posited for the sample of 160 individuals, at each achievement level, and by gender subgroups. Alpha was set at the .05 level of significance for all computations.

Selected Findings. (1) Locus of control scores in third and fourth grade students were significantly related to achievement in reading; that is, high-achieving readers were more internally controlled than low-achieving readers. Gender did not affect the locus of control scores of students within the same reading achievement level. (2) Attitudes toward reading scores in the sample studied was significantly related to achievement in reading; however, gender did not affect the reading attitude scores of students within the same reading achievement level. (3) For high-achieving readers, the correlation between reading attitudes and locus of control was the highest of the factors studied, with locus of control accounting for the major proportion of the predicted variance of the factors examined. (4) For low-achieving readers, the correlation between reading achievement and reading attitude was the highest of the factors studied, with attitudes toward reading accounting for the major proportion of the predicted variance. (5) The correlation between a teacher rated and a student reporting reading attitude scale was low and not significant for either high or low-achieving readers.

Selected Conclusions. (1) Affective factors have differential effects upon reading performance in accordance with specific achievement levels. (2) Teacher perceptions of selected affective factors may be more valid than student self-perceptions. (3) Low-achieveing readers do not necessarily achieve low scores on a measure of reading attitudes in comparison with high-achieving readers, but they do achieve more external behavior on a measure of locus of control. (4) Students within the same reading achievement range do not differ with respect to gender in the two affective variables studied, but may possibly differ over a broader range of reading achievement scores.

Selected Recommendations. (1) The utilization of additional affective factors in a replication of this study may provide further information necessary for an understanding of the role of the affective domain in determining reading achievement. (2) An increase in the sample size in future investigations may provide data generalizable across a more broad spectrum of students. (3) Participation by students from different grade levels, as well as from different demographic areas, in subsequent investigations may provide information necessary to an understanding of the development and growth of affective factors and their impact upon reading growth. (4) The inclusion of affective factors in the reading records of students may provide teachers with a valuable insight into appropriate instructional strategies. (5) The development of more reliable affective measures may be necessary to rectify the discrepancy between the intent and use of extant scales. (6) A longitudinal investigation may provide information necessary in understanding the development stages of affect. (7) The influence of teacher affect on the development of student affect is also an area of concern for future researchers.

LINGUISTIC ACCEPTABILITY OF THE LAIDLAW READING SERIES: GRADES 1-3, TO THE SPANISH SPEAKING CHICANO CHILD IN SOUTH TEXAS

Order No. 8110847

GARZA, SHERRYL ANA RODARTE, ED.D. *Texas A&I University*, 1979. 130pp. Adviser: Mario A. Benitez

Purpose of the Study. The purpose of this study was to investigate the linguistic acceptability of the Laidlaw Reading Series, grades one through three.

Summary. A content analysis was designed to investigate the linguistic acceptability of the Laidlaw Reading Series. This was accomplished by devising an instrument composed of all lexicon in the seven Spanish readers. The acceptability instrument was divided into five sections: common nouns, proper nouns, adjectives, verbs, and expressions.

Three pre-coders responded to the instrument basing their ratings on four acceptability categories: (1) I would almost always say it that way. (2) I would sometimes say it that way. (3) I would never say it that way (but some people might). (4) I would never say it that way and no one else I know would. These responses were the basis for a random sampling technique which resulted in the final instrument.

Five coders responded to the final instrument using the four categories established. Weighted mean values were computed from coder responses. Levels of acceptability were constructed and mean values were arranged according to these levels. A t-test was also calculated between the five groups.

Conclusions. (1) One-fourth of the total number of items was judged to be on acceptability level one. Thus 24.32% was rated by coders as being comparable to "I would never say it that way and no one else I know would." (2) Coders indicated 43.32%, or a little more than two-fifths of the total, as acceptability level 4. This opposite level correlates with acceptability category "I would almost always say it that way." (3) Level 2, "I would never say it that way (but some people might)" plus level 3, "I would sometimes say it that way," received 30.60% combined. Each level received almost equal responses: level 2, 14.01%; level 3, 16.59%. (4) Level 1 and level 2, the levels closest to indicating lack of coder usage and little familiarity with, received a combined score of 38.33%. (5) Level 3 and level 4, the half closest to indicating usage of and awareness, received a combined score of 51.91%. (6) The groups with the highest level of difference between them were: (a) verbs and expressions; (b) verbs and proper nouns; (c) adjectives and proper nouns. These were significantly different at the $p > .001$ level of confidence. This would indicate that verbs and adjectives are rated the most acceptable by coders and that expressions and proper nouns are the least acceptable. Percentage counts coincide with this t-test result. Verbs received a high percentage of 59.82%; adjectives, a 51.35%. Expressions and proper nouns received only 11.53% and 26.66% respectively for level 4. (7) Groups are ranked in order of acceptability to codes: (a) Verbs; (b) Adjectives; (c) Common Nouns; (d) Proper Nouns; (e) Expressions.

READERS' PERCEPTION IN DETECTING AND PROCESSING EMBEDDED ERRORS IN MEANINGFUL TEXT

Order No. 8107445

GOLLASCH, FREDERICK VINCENT, PH.D. *The University of Arizona*, 1980. 236pp. Director: Kenneth S. Goodman

The purpose of this study was to investigate readers' processing of a short paragraph containing six embedded errors in order to test the predictive capacity of a psycholinguistic theory of the reading process and provide insight into readers' perceptual and semantic processing of meaningful text.

Two hundred and forty junior high school and college subjects were randomly assigned to two groups. One group was instructed to read for meaning with no knowledge of the presence of the errors. The other group was instructed to read to detect the errors. After silently reading the passage all subjects were instructed to write a recall of the errors detected and a recall of the semantic content of the passage, after which they were permitted unlimited exposure to the passage in a second attempt to detect all the errors.

In order to fulfill the main purposes of the study five research questions were developed involving twelve hypotheses. The research hypotheses were formulated on the basis of the Goodman Model of Reading and focused on possible differences across groups (meaning and error focus), across levels (junior high school and college), and across reading ability at the junior high school level (above and below average). The primary measures of the study were the mean number of errors detected under both limited and unlimited exposure conditions, the proportion of total possible detections made for individual errors under both limited and unlimited exposure, and passage recall scores.

The data were subject to a number of analyses of variance, Tukey post hoc tests, and confidence interval calculations. The analyses resulted in the following principal findings: (1) Although error focus subjects detected significantly more errors than meaning focus subjects, all groups had difficulty detecting errors under both exposure conditions. (2) Passage recall scores revealed that all groups of subjects were drawn into processing the semantic content of the passage in spite of instructions. (3) More mature, efficient readers performed better on both error detection and comprehension than their counterparts. (4) As predicted on the basis of the underlying theoretical rationale, a powerful linear order of ease of detectability trend across the individual errors was revealed.

In general the findings of the study provided considerable support for a psycholinguistic theory of the reading process in the form of the following major conclusions: the need to comprehend is central to the reading process; attention to meaning inhibits attention to fine graphic detail; accuracy in reading is a misnomer; readers do not process meaningful text letter by letter or word by word; cognitive processes influence perception; readers attend differentially to various syntactic and semantic components of text; more experienced, efficient readers display greater flexibility in their use of the process and are more easily able to change purposes during reading than their counterparts; reading is best described as an integrated, psycholinguistic process in which the reader, the text, and the message of the writer are important; the Goodman Model of Reading is a sound theoretical statement with considerable predictive capacity.

FLORIDA HIGH SCHOOL LANGUAGE ARTS CURRICULUM CHANGES RESULTING FROM THE FLORIDA STATE STUDENT ASSESSMENT TEST: STATUS AND IMPACT OF CHANGES

Order No. 8101966

HARRISON, MAUDIE JEAN COLEY, PH.D. *The Florida State University*, 1980. 128pp. Major Professor: Herbert J. Reese

This was a survey study with a follow-up interview to determine the status and the impact of the changes which have occurred in three areas of the language arts--language, literature, and composition--in Florida high schools, grades 10-12, since the introduction of the State Student Assessment Test in 1977.

It attempted to answer the following questions concerning the language arts program: (1) What are the established standards of an exemplary language arts program for grades 10-12 as revealed in the literature? (2) What changes have occurred in the three major areas of the language arts in Florida since the introduction of the SSAT, and what is the nature of these changes? (3) What is the impact of the changes on the Florida language arts program?

From a review of the literature were established 27 standards for an exemplary high school language arts program. From the standards was developed a questionnaire to obtain the perceptions of language arts teachers and administrators in 17 high schools in ten selected counties of Florida representing socio-economic and demographic factors which may influence curriculum decision making.

In summary the following changes were reported: (1) Greater emphasis was placed on the study of the basic skills of reading, usage, and writing. (2) Less emphasis was placed on the study of literature. (3) More emphasis was placed on the study of basic composition skills rather than written composition per se. (4) More emphasis was placed on the study of language.

The impact of the changes resulted in less integration of the study of literature, language, and composition in many language arts courses.

The following conclusions were made from this study: (1) Administrators and teachers reported that increased emphasis on basic skills precipitated a change in the balance of the instruction of literature, language, and composition. (2) Teachers did not perceive as much change as administrators. (3) Administrators and teachers perceived the SSAT as a first step in improving instruction for some students, but they did not perceive the students' passing the SSAT as achieving the ultimate goals of the language arts program. They expressed the need to modify the SSAT so as to test the students' actual writing skills, and furthermore, they felt the need to resolve the teachers' problem of the burdensome responsibilities of retesting and recording test results.

Considering the results of this research the following recommendations are made: (1) further study to reveal the extent of the changes which have occurred, the number of students involved in the intensive remediation and compensatory programs, and the validity of the SSAT to determine the students' ability to read and write, (2) further study of the organizational modifications needed to facilitate teachers' becoming better teachers of literature, composition, and language, (3) workshops for language arts teachers which include new technology in the teaching of literature, language, and composition, the restructuring of courses, exploration of current methodology, and the most productive use of time.

A TAXONOMICAL ANALYSIS OF QUESTIONS FOUND IN READING SKILLS DEVELOPMENT BOOKS USED IN MARYLAND COMMUNITY COLLEGE DEVELOPMENTAL/REMEDIAL READING PROGRAMS

Order No. 8111200

HOEPPEL, FRANK CHARLES, JR., ED.D. *The American University*, 1980. 151pp.

Statement of the Problem. The purpose of this study was to categorize questions found in reading skills development books used in Maryland Community College Developmental/Remedial Reading Programs via the Bloom *Taxonomy of Educational Objectives: Cognitive Domain* in order to determine: (1) the number of questions (observed frequencies) per taxonomy category: (2) whether there was a significant difference between the observed frequency and the expected frequency of questions per taxonomy category at the .01 level of significance. (3) whether there was a significant difference among the categories.

Methodology. A survey taken of Maryland Community College Developmental/Remedial Reading Programs indicated the use of a wide variety of reading skills development books, due to a diverse student population. The survey revealed a total book population of 185 reading skill development books from which 62,483 questions were extracted. A random sample of 555 questions was selected for analysis via the Bloom *Taxonomy of Educational Objectives: Cognitive Domain.* After a rater reliability factor of ninety-six percent was established each of the 555 randomly selected questions was categorized into one of the six categories of the Taxonomy.

Findings. The 555 randomly selected questions were classified according to the Bloom *Taxonomy of Educational Objectives: Cognitive Domain* as follows:

Category	Number of Questions
Knowledge	145
Comprehension	408
Application	2
Analysis	0
Synthesis	0
Evaluation	0

Statistical analyses of the data were performed to answer the questions posed by the study. A significant difference was found among the six categories into which 555 questions were placed after analysis by the Bloom *Taxonomy of Educational Objectives.* The significant difference was shown by the use of a One Sample Chi-square Test with five degrees of freedom at the .01 level of significance.

Inordinate differences between categories were apparent through the observation of the observed frequencies. A statistical analysis to indicate significant differences between categories was unwarranted. However, a test for significance of difference between two proportions was carried out between the Knowledge and Comprehension categories since they contained 26.12 percent and 73.51 percent of the questions, respectively, accounting for 99.63 percent of all the questions.

The Application category contained .37 percent or the remainder of the questions. The three highest levels of thinking, represented by the Analysis, Synthesis, and Evaluation categories, were allotted no questions.

Conclusions. The analysis of 555 randomly sampled questions indicated that reading skill development books used in Maryland Community College Developmental/Remedial Reading Programs do not offer an equal amount of thinking determined by the six levels of Bloom's *Taxonomy of Educational Objectives.* Since ninety-nine percent of the questions were categorized within the two lowest levels of thinking, very little stimulation of the higher thinking processes was offered via the questions used in the reading skills development books analyzed in this investigation.

Implications. The authors, publishers, administrators, and educators who deal with reading skill development books: (1) Need to become more concerned with the higher level thinking development of students. (2) Need to become more knowledgeable about the use of cognitive level analysis instruments, such as, Bloom's Taxonomy. (3) Need to estimate the intellectual capabilities of these students on a higher level. (4) Need to recognize that reading material on a higher cognitive level may build higher reading motivation.

Recommendations. It is recommended that: (1) A greater amount and a more balanced representation of higher cognitive level questions be included in reading skills development books by authors and publishers. (2) Authors, publishers, instructors, and administrators become more familiar with the workings of cognitive level analysis instruments, such as, Bloom's Taxonomy. (3) Each reading skill development book present the types of cognitive level questions used and their percent of representation within the book.

AN ANALYSIS OF A STANDARD ESOL READING TEST, INCLUDING CONSIDERATION OF ALTERNATIVE TESTING PROCEDURES

Order No. 8106280

JAFARPUR, ABDOLJAVAD, PH.D. *Georgetown University*, 1980. 220pp.

This study analyzes a typical standardized ESOL reading measure, the *Vocabulary and Reading Test (VART)* of the American Language Institute, Georgetown University test battery. After an introduction to the work in Chapter One, Chapters Two to Four summarize the history and nature of various types of reading comprehension tests, review the common criticisms of these measures, and describe representative reading-test gains studies. Chapter Five analyzes the *VART* with respect to reliability, validity, practicality, and pedagogical appropriateness and interprets the accumulated test data. Chapter Six reports an experiment, conducted on 110 international students in ESOL programs at four U.S. universities, comparing the *VART* with a multiple-choice cloze test and a short-context test and with a criterion of teacher ratings. Chapter Seven summarizes the study, recommends changes in the *VART* content, and suggests topics for further research.

Procedure. After an introduction to the work in Chapter One, Chapter Two summarizes the history and nature of different test types for measuring reading comprehension, explaining where the *VART* format came from and briefly examining its theoretical rationale. Chapter Three reviews the typical criticisms of the *VART* type of reading test, which explain why some experts favor alternative types of measures such as cloze tests and short-context tests (consisting of one- or two-sentence contexts, each followed by one or two questions on overall meaning). Chapter Four discusses some typical gains studies using the *VART* type of tests and cloze tests with native and non-native speakers of English. Chapter Five begins the analysis of the *VART* (Form A); test content is analyzed and the accumulated test data are interpreted. Chapter Six reports an experiment

comparing the *VART* with a multiple-choice cloze test and a short-context test and with a criterion of teacher ratings. In the experiment, combinations of the *VART* and the experimental tests were administered to two groups of 55 international students in ESOL programs at four U.S. universities as both pre- and posttests over a 10-week period. Teacher ratings of the students' reading proficiency and rate of improvement were also obtained.

Findings and Conclusions. The analysis of the *VART*, summarized in Chapter Seven, showed it to be a reliable instrument whose format reflected the dominant views of reading held at the time of the test's inception (the early 1960's) and whose content was probably appropriate for the examinees of the time. It was found to correlate well with similar measures. The individual test items appeared in general to be carefully constructed, though the study suggested that a number of the comprehension items are passage independent--that is, are answerable at levels above chance without the reading of the test passage. There was evidence that the *VART* may be somewhat sensitive to skill gains across time, but no score gains were found that could not possibly be attributed to test-taking practice effect. (Interestingly, the study provided no evidence that the cloze test or the short-context test performed in a superior manner to the *VART*.

On the negative side, the study offered considerable evidence that the *VART* has somewhat too high an overall difficulty level. As regards specific test content, the investigator concluded that the number of items testing vocabulary *per se* appears to be too high, though at the same time lexicon is not adequately tested; there is too much emphasis on inferential items and too little on the central idea of the passages; and the content of some Form A passages seems outdated or otherwise somewhat inappropriate for the current test-takers.

Recommedations for improving the *VART* took account of the foregoing and included the suggestion that a short-context section be substituted for the current vocabulary and idioms sections of the test.

ENGAGED TIME IN READING AS INFLUENCED BY PRAISE AND WRITTEN DIRECTIONS: A SINGLE SUBJECT EXPERIMENTAL DESIGN

Order No. 8108554

JOHNSON, LYNNE COLEMAN, PH.D. *University of Illinois at Urbana-Champaign*, 1980. 124pp.

This study sought to answer several questions involving three kinds of treatments--contingent praise, written directions, and contingent praise and written directions taken collectively--and their immediate effects on engaged time in reading. In addition, this study collected descriptive data on the characteristics and quantity of off-task time.

Naturalistic observations were used to collect data in two third grade classrooms. Ten students, five from each classroom, were observed during the seat work period when they were doing independent reading assignments. Student engaged time was observed for seven weeks for each of the ten subjects.

During the baseline phases (1-4) of the study, the teacher conducted her class in the typical way. No systematic attempt was made to change the existing behavior. During the Treatment 1 phase (praise) the target children were given verbal reinforcement for doing their work and staying on task during the seat work time. During the Treatment 2 phase (written directions) the target children were provided with written directions to follow while doing reading assignments at their seats. Treatment 1 and Treatment 2 were implemented concurrently during the Treatment 3 phase. The design used for Class 1 was an ABACCCA single subject design. An ABACADA single subject design was used for Class 2. Each treatment phase was preceded and followed by a baseline phase.

Data were collected on the dependent variable (percent of intervals engaged in independent reading exercises) before, during, and after each of the treatment phases. To provide answers to the research questions the results were entered into tables and/or graphs and examined visually. In addition, "t tests" for dependent means were used to determine whether any change from baseline to treatment was significant and to determine whether one treatment was more effective than another. Also, the related analyses provided added insights into understanding the effects of certain interventions on engaged time. Reliability checks between observers ranged from .88 to .93.

The findings of this study were as follows: (1) Engaged time in independent reading exercises was significantly increased when praise was presented contingent upon the student being actively engaged in independent reading exercises. (2) Written directions given to individual students to follow as they worked on independent reading assignments produced inconsistent results. (3) Praise and written directions given collectively to the target children resulted in a significant increase in engaged time for one class. The other class did not receive this treatment. (4) With regard to the question of what the children were doing when they were not engaged (off-task), the greatest percent of time was spent talking to other students, being out of their chairs, or simply looking around.

Further research was recommended replicating this study with children of different reading abilities and different grade levels, and comparing children who start with relatively high levels of engaged time with those of children who start with relatively low levels of engaged time, to see how they are affected differently.

A COMPARISON OF THE CHARACTERISTICS OF LEARNING DISABLED READERS AND AVERAGE READERS

Order No. 8111632

LAING, ANNA MARIE, ED.D. *Ball State University*, 1980. 166pp. Chairman: Dr. Dorothy A. Shipman

The purpose of this study was to examine patterns of the reading behaviors of learning disabled readers and compare them to the reading behaviors of average successful readers. Specifically it examined the patterns of the reading behaviors of learning disabled readers and compared them to the patterns of reading behaviors of average successful readers.

The study was planned to examine six null hypotheses. The hypotheses explored differences in the performances of learning disabled readers and average successful readers in the following areas: listening level as measured by the *Analytical Reading Inventory*; reading level as measured by the *Analytical Reading Inventory*; word attack skills as measured by the *Basic Educational Skills Inventory*; auditory discrimination as measured by the *Wepman Test of Auditory Discrimination*; visual discrimination as measured by the *Slingerland Screening Tests for Identifying Children with Language Disability* (subtest 4); and listening vocabulary as measured by the *Peabody Picture Vocabulary Test*.

Thirty-five learning disabled readers were chosen to participate in the study using a two-phase process. Initial selection was based on criteria specified in the study. The second step in the process was based on the students' performances on the *Slosson Intelligence Test* and the Analytical Reading Inventory. Learning disabled students were required to obtain an I.Q. in the 90-119 range and a reading level at least two levels below expectation.

Thirty-eight average successful readers were chosen using the same two-phase selection process. The average successful readers had to obtain an I.Q. in the 90-119 range and a reading level at least consistent with grade placement.

Preliminary to testing the hypotheses of the study, an initial check using a t-test was made on the differences in the mean I.Q. scores obtained by the two groups on the *Slosson Intelligence Test*. Five of the six null hypotheses were analyzed using a t-test to determine if there was a significant difference between the mean scores obtained by the two groups on the measures used in the study. The Pearson product-moment correlation was used to determine if there was a significant relationship among the mean scores obtained on the I.Q. measure and the mean scores of the measures of reading level, listening level, and listening vocabulary used in this study.

A profile analysis was used to test the hypothesis which states that there is no significant difference in the profile patterns of word recognition skills demonstrated by average successful readers and learning disabled readers as measured by the *Basic Educational Skills Inventory*.

The results of the study indicated that there was a significant difference between average successful readers and learning disabled readers in favor of the average readers on the measures of intelligence (*Slosson Intelligence Test*) and reading level (*Analytical Reading Inventory*). There was no significant difference between the two groups on the measures of listening level, auditory discrimination, visual discrimination, and listening vocabulary. There was a significant difference in the profiles of the two

groups on the word recognition skills as measured by the *Basic Educational Skills Inventory*.

The correlation analysis indicated that the I.Q. obtained on the *Slosson Intelligence Test* did not correlate significantly with any of the language measures used in the study. Correlations between reading level and listening level and reading level and listening vocabulary were significant in this study.

META-ANALYSIS ON THE EFFECTS OF OPEN AND TRADITIONAL SCHOOLING ON THE TEACHING-LEARNING OF READING

Order No. 8102856

MADAMBA, SALUD REMIGIO, PH.D. *University of California, Los Angeles*, 1980. 109pp. Chair: Professor John D. McNeil

Purposes of the Study. (1) A statistical analysis of a collection of results from individual studies for the purpose of integrating the findings and evaluations. The focus of the study was on the effects of the open and traditional schooling on the teaching-learning of reading. (2) To advance the technique, meta-analysis. Meta-analysis refers to the analysis of analyses. It is a statistical analysis of a large collection of analysis results from individual studies for the purpose of integrating the findings.

Methodology. Seventy-two experimental studies were coded. The chi-square and the t-test were used to test whether there were statistical differences in the findings of the studies analyzed.

The Effect Sizes of the open and traditional structures were calculated on the development of the reading skills, comprehension, vocabulary, and language; and on the development of the affective skills, self-concept and attitude toward school.

A correlational analysis was done to find out if these Effect Sizes were related to other study characteristics like grade, sex, age, IQ, SES, and others.

Findings. According to the findings in this meta-analysis, the open and the traditional organizations are equally effective in the development of reading comprehension, vocabulary, language, self-concept, and attitude toward school.

The Effect Sizes of the open and traditional schooling were related to the following variables: year (how long a student stays in either of the two groups), grade, age, sex, IQ, SES, race, length of treatment (how long a student sample stays in his own group, either open or traditional), and the researcher's affiliation with his study.

Conclusion. The magnitude of the effectiveness of the open and traditional schooling on the teaching-learning of the reading and affective skills converge at equality.

AN ANALYSIS OF THREE SPELLING TESTING METHODS

Order No. 8105762

MARRA, PATSY JAMES, D.ED. *The Pennsylvania State University*, 1980. 238pp. Adviser: Emery P. Bliesmer

Since forty to sixty percent of the time scheduled for spelling instruction in the elementary classrooms is devoted to testing, and, since spelling instruction is criticized for having students spell words correctly on tests given on Friday only to have students misspell these same words on the following Monday, is was important to determine whether the format of the Friday tests had any influence on the scores of either the Friday tests or Delayed Recall tests, over the same lists of words, administered five weeks later.

Two hundred and six students from ten classrooms in grades two through four took practice tests and Friday tests for six weeks on thirty words selected from their spelling texts for each week. The practice tests and the Fridays tests were constructed using one of three test formats (a Traditional format, a Cued Fill-In format or a Sentence Writing format) assigned to each classroom via random drawing. (There were two Sentence Writing groups at the fourth grade level identified as Sentence Writing group [one] and Sentence Writing [two].)

During the testing period, students assigned to the Traditional format group were required to listen to the teacher pronounce each spelling word, use the word in the context of a sentence, and repeat the word. Then students had to write the word correctly. Students in the Cued Fill-In group were given a preprinted test paper which included sentences with blanks representing the spaces where spelling words were to be written. The teacher pronounced five spelling words (one of which was the correct word), read each sentence, saying "Blank" for the test word; and, repeated the five spelling words. Students were required to select and spell correctly the spelling word for each sentence. The students in the Sentence Writing group had to write a sentence for each spelling word pronounced by the teacher within a specified period of time as allocated to each grade level. The Delayed Recall tests included three ten-word subtests, one of each test format.

The results of the analyses of variance on the Friday test scores and the Delayed Recall subtest scores indicated that although significant differences were found among test-format-group scores within each grade level on most word lists, no test format seemed to be any easier or more difficult for any one test-format-group. When the Delayed Recall subtest scores for each list of words were combined for analysis, significant differences were found among test-format-groups on some lists but not others at the second and at fourth grade levels. When each of the six Delayed Recall test scores were combined to yield a Delayed Recall total test score, no significant differences were found at any grade level. The scores from each Delayed Recall test were subtracted from the corresponding Friday test scores for each group to yield a difference score for each list. When difference scores were analyzed, a significant difference among test-format-group difference scores was found on only one list at the third grade level.

It was concluded that the format of the spelling test had little overall effect on the spelling performance of students involved in this study. Significant differences were found at different grade levels, on different variables and between different pairs of test-format-groups. These differences may be due to a number of factors including, but not restricted to, different types of language arts activities, other than spelling, conducted within each classroom at each level which may have had an effect on the spelling performance of the students at that level.

AN EVALUATION OF AN INFORMAL READNG INVENTORY MINI-COURSE FOR PRE-SERVICE EDUCATION STUDENTS IN THE CONTENT AREAS

Order No. 8100541

MARTIN, ORIN JAMES, PH.D. *Case Western Reserve University*, 1980. 156pp.

Problem. The purpose of this study was to evaluate the use of an Informal Reading Inventory (IRI) in undergraduate content area reading courses in institutions of higher education in northeastern Ohio. The IRI used was the *Content Area Reading Evaluation* (CARE) developed to improve teacher training and have an impact on the net reading achievement of secondary students. The instrument was also intended for teacher education institutions in Ohio for use in meeting the state of Ohio's certification requirements as of September 1980.

Procedure. The subjects were undergraduate students in two northeastern Ohio colleges. There were 52 subjects enrolled in two content area reading courses. The subjects were pretested on an attitude scale (*A Scale to Measure Attitudes Toward Teaching Reading in Content Classrooms* by J. L. Vaughan, Jr.) and a knowledge scale (*Content Area Reading Skills* adapted from Lee, Young, Askov & Dupuis) to give base line data.

The subjects were then taught, by their respective instructors, the use of CARE and in a tutorial field experience, the teacher education students used the instrument and tutored in content reading. The students then were posttested within thirty days. Students were also given an open-ended course evaluation questionnaire to determine their perceived effectiveness and their use of CARE.

Data. The three research questions were: what was the direction and level of change in the knowledge scale, the attitude scale, and the relationship between the change scores of the two scales.

Concerning the first question, that of the direction and level of change in the students' knowledge of content reading, the pretest mean score was 10.1 (50.5%) with a *SD* of 3.86. The posttest mean score was 14.9 (74.6%) with a *SD* of 2.66. There was a 4.81 (24.1%) mean increase in the scores. The correlation was $r = .79$ with the range of .61 to .89 at a confidence coefficient of 0.99. These data show a significant positive correlation between the pre- and posttests.

The second question as to the direction and level of change on the attitude scale had a pretest mean of 83.3 (79.4%) with a *SD* of 8.47. The posttest mean was 88.4 (84.2%) with a *SD* of 8.02. There was a 5.06 (4.8%) mean increase in the scores. The correlation was $r = .86$ with a range of .74 to .93 with the confidence coefficient of 0.99. A significant positive correlation was indicated by the data.

The last question was not answered due to a data collection problem.

The open-ended questionnaire yielded positive statements and constructive criticisms. Examples are: CARE "was well outlined as to what to do and what was expected," the "structural information for someone with no reading background" was most helpful. CARE led one student to the "overall realization of students' problems of reading."

The data were also tested *a posteriori* and there were no statistical differences found between the two groups on the pretests and change scores of both the knowledge and attitude scale. There was, on the posttests of the knowledge scale, a difference at $t(50) = 4.12$, $p < .001$. On the posttests of the attitude scale a difference at $t(50) = 2.45$, $p < .01$ existed between the two groups.

Conclusions and Recommendations. The evaluation of the use of CARE indicates that it was a positive and instructive tool for the education of pre-service education students. It is recommended, specifically, that CARE be used (where applicable) by Ohio teacher training institutions to meet Ohio state certification standards of September 1980 and generally be used by any teacher training institution as another instrument to improve the effectiveness of their students as teachers.

SES AND RACIAL DIFFERENCES IN ATTAINING MULTIPLE GRAMMATICAL FUNCTION WORDS Order No. 8105965

MEYER, ALLEN DALE, PH.D. *Indiana University*, 1980. 129pp.
Chairperson and Director: Dr. Nicholas Anastasiow

Recent studies have demonstrated that middle class children, even up through the ninth-grade, lack understanding that many words can be used in more than one grammatical function. Problems with these Multiple Grammatical Function Words (MGF) are subsequently reflected in reading comprehension scores and school performance. Since other recent research has consistently shown that lower SES and black children operate with a different linguistic code, do more poorly on reading comprehension tests and perform at a lower level in school as compared to middle SES and white children, this study investigated lower SES and black student performance on tests of multiple grammatical function word knowledge.

Four hypotheses were tested in the study. Hypothesis I suggested that Middle SES students would perform better than lower SES students; Hypothesis II suggested that white students would exhibit superior performance to black students; Hypothesis III suggested that sex would be a factor in performance; and Hypothesis IV suggested that abstract categorization (as judged by the syntagmatic-paradigmatic classification) would be a factor in performance on MGF word tests.

Two tests were adapted from a previous study to judge MGF word knowledge. On the *Headlines Test*, students paraphrased imaginary headlines in which an MGF target word was used in varying grammatical functions. On the *Sentence Evaluation Test*, students responded as correct or incorrect to sentences in which the underlined MGF word was used correctly or incorrectly. To test abstract categorization, a free-association word task was developed.

Analysis of variance procedures were used to determine SES, racial, and sex performance differences on the two tests. To judge the role of abstract categorization the number of paradigmatic (abstract) categorizations was correlated with scores on the two MGF word tests. Results showed significant effects for SES and RACE and non-significant differences for SEX. Further, correlations between abstract classification and MGF test performance were low.

It was concluded that since lower SES and black groups have more comprehension difficulties on MGF words when compared to Middle SES and white groups, special attention needs to be paid to those children experiencing greater difficulty.

Specifically, three suggestions were made. (1) the school provide a wider set of experiences upon which language is based; (2) lthe less frequent grammatical functions of words deserve special attention in the English language curriculum; and (3) a systematic approach be implemented in assisting children from the lower social class and black groups grasp multiple grammatical functions of words.

THE CONSTRUCTION AND VALIDATION OF A READING ATTITUDINAL SCALE FOR YOUNG ADULTS Order No. 8103317

MOORE, SAMUEL CHARLES, ED.D. *Oklahoma State University*, 1980. 58pp.

Scope and Method of Study. This study was designed to construct and validate a reading attitude scale through correlation of manifested and expressed attitude toward reading material. General reading attitude is defined as reading material characteristic of most types of reading; readings which enhance personal growth and self-fulfillment. Academic attitude toward reading material is defined as reading for the acquisition of knowledge about content areas, correct language usage, and understanding grammar. Vocational attitude toward reading material is defined as reading material which has as its goal the preparation of readers for the world of work; readings directly related to applying for and maintaining a job. One hundred-eighty students in a reading improvement class at Oklahoma State University were administered the attitude scale, and three reading selections to identify by definition and selection type as academic, vocational, and general reading. The type of selection chosen by the student represented his reading preference.

Findings and Conclusion. The relationship between measured attitude toward general, academic, and vocational reading and stated attitude toward general, academic, and vocational reading material was significant. The relationship between measured attitude toward general, academic, and vocational reading material and actual selection of that material was also significant. There was no significant relationship between stated attitude toward general, academic, and vocational reading material and actual selection of that type of reading material. The reliability coefficients for the attitude scales were: General reading .81; Academic reading .74; Vocational reading .85.

THE DEVELOPMENT AND EVALUATION OF A CONFLUENT LANGUAGE ARTS PROGRAM Order No. 8108733

NAVE, CAROLYN JOAN, ED.D. *East Tennessee State University*, 1980. 108pp.

The growing interest in the self-concept as a factor to learning and the idea of confluence as a possible motivator for building positive self-concepts influenced the direction and intention of this study. The problem of this study was (1) to develop a confluent language arts program designed to improve the self-concepts and reading achievement of students; and (2) to determine if there were increases in self-concept and reading achievement scores after participation in the program.

The development of the confluent language arts program involved the following process: (1) theory formation to give substance and structure to the literature-language lessons; (2) establishment of criteria for literature selection; (3) needs assessment of students; and (4) the writing of literature-language lessons. The lessons combined feeling and thinking in activities to build positive self-concepts through problem solving and increase reading proficiency.

The evaluation of the confluent language arts program made up the second portion of this research project. A summer school was organized for a five week period with the confluent language arts program as the curriculum. Participants of the summer school were volunteers who made up the experimental group. The control group was randomly selected from the population of Jefferson School students who ranged from beginning fourth grade to completing fifth grade.

The experimental group and the control group were pretested for self-concept and reading achievement. At five, six, and four week intervals, self-concept and reading tests were administered again. The reading and self-concept posttest and two retention tests were compared to the pretests to measure any increase in means. The means of these tests were subjected to an analysis of covariance at the .05 level of significance for rejection of the null hypotheses.

The analysis of covariance indicated that no significant differences were found between the experimental group and the control group in self-concept improvement or reading achievement. The null hypothesis were not rejected.

STRUCTURAL AND LEXICAL CLOZE TASK PERFORMANCE AT THREE GRADE LEVELS

Order No. 8107936

OLIVER, SEWALL KEMBLE, III, PH.D. *University of Georgia*, 1980. 179pp. Director: George E. Mason

The study was composed of three separate investigations, one at grade four, one at grade six, and one at grade eight. At each grade level 120 students were selected, each of whom had previously completed the achievement test battery in the school system from which they were drawn. Two passages of expository prose were selected at each of the three grade levels. From each of these a structure word cloze task and a lexical word cloze task were created. The study as a whole thus involved 360 students and 12 cloze tasks--six structure word cloze tasks and six lexical word cloze tasks.

At each grade level the sample of 120 students was randomly divided into four groups. Each of the groups completed a lexical word cloze task based upon one of the sample passages and a structure word cloze task based upon the other. Two of the groups completed the lexical word cloze task first; two completed the structure word cloze task first. Effects of the passage and order were thus blocked, yielding at each grade level 120 lexical word cloze scores and 120 structure word cloze scores. These scores were then correlated with the reading comprehension scores of the students on the *Comprehensive Tests of Basic Skills, Form S*. Three levels of the *CTBS* were involved: Level 1 was used with fourth grade students; Level 2, with sixth grade students, and Level 3 with eighth graders. At each grade level, two correlation coefficients were thus derived, the one a correlation between structure cloze and reading comprehension; the other a correlation between lexical cloze and reading comprehension. A third calculation determined the strength of the relationship between scores on the lexical cloze and scores on the structure cloze tasks.

Within each of the three grade levels, the correlation coefficient of reading comprehension and lexical cloze was compared with the correlation coefficient of reading comprehension with structure cloze to see if the difference between the two was significant. The Hotelling *t* test was used to make such a determination.

Between grade levels, three sets of comparisons were conducted. The three correlation coefficients of reading comprehension with lexical cloze were evaluated to see if differences between the coefficients were significant. A similar evaluation was made of the coefficients of reading comprehension with structure cloze. Finally, the correlation coefficients of lexical cloze with structure cloze were evaluated to see if differences between them were significant. To make the three comparisons, Pearson *r*'s were transformed via the Fisher *r* to *z* transformation. The differences between *z* scores were then evaluated using the table of normal distribution.

Neither within nor between grade levels were differences between correlation coefficients found to be significant.

SYNTACTIC LANGUAGE ASSESSMENT OF CHILDREN ON THE *NORTHWESTERN SYNTAX SCREENING TEST*, THE *CARROW ELICITED LANGUAGE INVENTORY*, AND THE *DEVELOPMENTAL SENTENCE SCORING* TESTS

Order No. 8105466

PEARSON, MARY ELLEN, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1980. 148pp. Major Professor: Paul Redelheim

The teacher who wishes to assess productive syntax development for purposes of identification of a delay or for purposes of remediation must decide what tasks and what instruments to use for assessment. Elicited imitation and spontaneous production tasks have usually been used and have been incorporated into standardized instruments which the teacher can purchase and implement. The tests using elicited imitation offer the advantages of efficiency and reliability but the disadvantage of the validity issue concerning whether or not a child imitates what--and only what--she can produce. The spontaneous production tests include the disadvantages of reliability problems and inefficiency but the advantage of an actual sample of the child's language. The important question the teacher must answer is whether or not the more efficient and reliable elicited imitation test is a valid measure of the child's capacity to spontaneously produce syntax.

The large body of literature reviewed could not be synthesized to determine a consistent relationship between the syntax levels attained in elicited imitation and spontaneous production tasks and tests. It appeared that all three possible relationships had some support in the literature: (a) Elicited imitation validly measures productive syntax. (b) Elicited imitation overestimates productive syntax. (c) Elicited imitation underestimates productive syntax.

The purpose of this study was to better determine the relationship of syntax used in elicited imitation and spontaneous production tests. This was done by comparing the scores on three productive syntax tests, the *Northwestern Syntax Screening Test* (*NSST*), the *Carrow Elicited Language Inventory* (*CELI*), and *Developmental Sentence Scoring* (*DSS*), which use either the elicited imitation or spontaneous production procedures. The study also investigated whether the levels of syntax produced during two of the tests (*CELI* and *DSS*) were equally complex.

To determine these relationships, 24 normally developing and 12 language delayed children between 3-0 and 5-0 years were administered the three tests in counterbalance order during three different sessions. The results of the nine hypotheses can be summarized with the following three conclusions: (1) *The scores of the NSST, the CELI, and the DSS are closely related and are probably measuring the same language skill.* All three tests provided significantly different raw scores for the normal and delayed groups, and both total raw scores and rank orders on the tests were significantly correlated (ranging from .767 to .881). (2) *The three tests do not fully agree on the identification of delays in children or the placement of children in percentile categories.* The *NSST* identified 100% of the delayed and 40% of the normal children as delayed. The *CELI* identified 100% of the delayed and 20% of the normal children as delayed. The *DDS* identified 83% of the delayed and 0% of the normal children as delayed. In addition, only about 41% of the children were placed in the same percentile categories by the tests; only about 17% of the normally developing children were placed in the same categories. (3) *The complexity of the syntax used in the eight categories of syntax was not the same on the CELI and the DSS.* Fewer than one-third of the children imitated and produced syntax of equal complexity in the various syntax categories. For only one-half of the syntax categories were the highest levels attained significantly correlated.

One relationship found in the study that has not been reported earlier is the consistent difficulty of the *CELI* items at the lower levels of syntax development and the consistent difficulty of the *DDS* at the higher levels of syntax.

A STUDY OF THE SYNTACTIC AND SEMANTIC PERFORMANCE OF GOOD AND POOR SECOND GRADE READERS ON AN ORAL CLOZE TEST

Order No. 8104883

SCHRENKER, CECILIA ELAINE, PH.D. *Ball State University*, 1979. 156pp. Adviser: Dr. J. David Cooper

The purpose of this study was to determine whether good and poor second grade readers differed in their abilities to respond orally with words which were syntactically correct and were semantically equivalent while reading aloud a fifty item oral cloze test. An extreme range in variance on the dependent measure of semantic equivalence prohibited the planned multivariate analysis of the two dependent measures of syntactic correctness and semantic equivalence. A nonorthogonal univariate analysis of variance was conducted on the dependent measure of syntactic correctness, with intelligence and sex controlled.

The subjects for the study were second grade students randomly selected from six middle class elementary schools in a middle size midwestern city. Only students who fit the criteria of a second grade reader and a user of language, employed in this study, formed the population from which the sample was selected. In order to control for the effects of sex, four groups of subjects were used--twenty male good readers; twenty female good readers; twenty male poor readers; and eighteen female poor readers. Level of reading achievement was based on the subject's score on the reading subtest of the Metropolitan Achievement Tests: Reading Tests, Primary II, Form F. Intelligence was controlled in the statistical analysis through use of the stanine scores of the subjects on the Otis-Lennon Mental Ability Test, Elementary I Level, Form J.

The subjects were administered a fifty item cloze test, constructed and piloted by the researcher. Subjects read the cloze test aloud and supplied responses for the deleted items, which were recorded on answer sheets. A trained judge scored the responses. The criterion for syntactic correctness was as follows: A response was considered to be syntactically correct if it belonged to the same grammatical class as the deleted word. The criterion for semantic equivalence was as follows: A response was considered to be semantically equivalent if, when substituted for the deleted word, it did not alter the meaning of the passage up to the point of the deletion and the meaning of the sentence in which it occurred.

The three independent variables in the study were intelligence with two levels (high and average), sex with two levels (male and female), and reading achievement with two levels (good and poor.) Intelligence and sex were used as controlling factors. The two dependent measures were syntactic correctness and semantic equivalence. However, the extreme variability within the dependent measure of semantic equivalence prohibited statistical analysis.

A nonorthogonal univariate analysis of variance was conducted on the dependent measure of syntactic correctness, with intelligence and sex controlled. The null hypothesis was rejected ($F = 13.195$, with 1 and 70 degrees of freedom $p < .0001$). Good second grade readers did have significantly higher syntactic correctness scores on the oral cloze test than poor second grade readers. While the difference between the marginal means of good and poor second grade readers was small, it was statistically significant. Although the dependent measure of semantic equivalence was not analyzed, the within-cell correlation between syntactic correctness and semantic equivalence was high (.794).

The finding of the study was interpreted to mean that good second grade readers appeared to be more aware of and more able to use the syntactical constraints of the printed text to supply missing words. It was concluded that poor readers may need to be specifically taught to use the syntactical constraints of the printed text, rather than expecting this ability to develop naturally.

THE RELATIONSHIP OF TENTH GRADE STUDENTS' ATTITUDE TOWARD READING, ATTENDANCE, AND ACHIEVEMENT OF READING SKILLS IN TWO URBAN HIGH SCHOOLS

Order No. 8103658

SEALE, SANDRA YVONNE, ED.D. *University of San Francisco*, 1980. 79pp. Chairman: Allen D. Calvin

A quasi-experimental study was conducted using tenth grade reading students at two inner-city high schools in Oakland, California. The purpose of the study was to examine whether tenth-grade students in an urban high school who participated in a reading program that was designed to enhance their positive attitudes toward reading would demonstrate more positive attitudes toward reading, a higher rate of attendance at reading classes, and a more skillful performance on a test of reading comprehension than comparable students who participated in a reading program designed to improve their reading skills without paying particular attention to their attitudes toward reading.

The tenth-grade students in these two reading programs were comparable, specifically: (1) socio-economic level--both schools are located in poverty areas, and the median income was about $5,000, (2) racial/ethnic background--the make up of these two schools was 98.4 percent black students, and (3) general academic performance--students scored in the lowest percentile on CYBS and had an average GPA of 1.6.

This study investigated: (1) the difference between two groups' attitudes toward reading, attendance, and reading skills presumably due to differences in the design and operation of their respective tenth-grade reading programs and, (2) the relationships among sex, attendance, attitudes toward reading and reading skills within two groups of students enrolled in two urban high schools' tenth-grade reading programs. The background characteristics of the tenth-grade students in each group were controlled; specifically, socio-economic level, racial and ethnic background, and general academic performance were held constant; sex was controlled by including it as the second factor in the analysis of variance in each of the three dependent variables; initial reading abilities were statistically controlled by including the pretest (May 1978) CTBS reading subtest scores as a covariate in the analysis of covariance.

The results indicated that students in both reading programs did gain something between the CTBS pretest and posttest; however, the students in the McClymonds program achieved a significantly greater gain in reading comprehension skills. This study did not provide conclusive findings regarding the relationships among sex, attitude toward reading, attendance, and reading skills.

The following conclusions were drawn from the findings of this study: (1) McClymonds High School students achieved a significantly greater gain in reading skills than Castlemont High School students; however, the differences between McClymonds and Castlemont on the other variables, attitude and attendance, were not statistically significant. (2) There was no statistically significant relationship among sex, attitude toward reading, attendance, and gain in reading skills within the two groups of students.

THE EFFECTIVENESS OF A SELECTED SET OF STUDY AIDS ON READING COMPREHENSION OF FIFTH AND SIXTH GRADERS

Order No. 8102423

STEINER, DONOVAN D., PH.D. *Southern Illinois University at Carbondale*, 1980. 255pp. Major Professor: Terry R. Shepherd

Purpose. The purpose of this study was to investigate the differential effects of a selected set of study aids used in combination in written instructive material upon comprehension and retention scores of fifth and sixth graders.

Methodology. A posttest and post-posttest random control group design with three levels of stratification (upper third, middle third, and lower third) was used. 84 students received Treatment #1 which consisted of paragraph structure aids, study guide material, maze technique activities, and multiple-choice items. 80 students in Treatment #2 received only one type of paragraph structure aids (internal organization aids), multiple-choice items, and placebo material. Answers for all seatwork activities appropriate to the treatment were provided to Treatment #1 and Treatment #2 subjects for purposes of self correction and feedback. A total of twenty-one seatwork lessons, one per day, were presented over a four week and one day period. Data were analyzed by t-tests.

Findings. The findings of this study showed significant differences at the .05 level for upper third and middle third achievers in favor of Treatment #1, but no significant difference for lower third achieving pupils on posttest criterion measures. Also, a significant difference at the .05 level was found for Treatment #1 entire group (upper third, middle third, and lower third) on posttest criterion measures. Findings on post-posttest measures were significant at .025 and .05 respectively for upper third and middle third groups in Treatment #2. In addition, a significant difference at .05 level was found for Treatment #1 entire group on post-posttest criterion measures. No significant difference was found for lower third achievers at .05 level on post-posttest criterion measures.

Conclusions. This study concluded that a set of study aids used in combination can be used to increase comprehension abilities of fifth and sixth graders who rank in middle and upper third reading ability levels. Recommendations were made for more effectively designed seatwork activities which assist the reader in gaining meaning from written instructive material.

A VALIDATION STUDY OF THE SKI HI LANGUAGE DEVELOPMENT SCALE

Order No. 8102583

TONELSON, STEPHEN WILLIS, ED.D. *University of Virginia*, 1980. 211pp.

The purpose of this research study was to assess the reliability and the validity of the Ski Hi Language Development Scale (Ski Hi LDS). Previous to the development of the Ski Hi LDS, few language development scales emphasized the assessment of infant language skills and even fewer could be utilized to assess correctly the language development of hearing impaired children. The Ski Hi LDS was designed specifically for hearing impaired children from birth to five years of age.

Three different procedures were utilized to estimate the reliability of the Ski Hi LDS. Each procedure was completed on both the receptive language scale and the expressive language scale. Unit and individual items within units of these two scales were analyzed. First, an estimate of the internal consistency of the Ski Hi LDS was determined through the utilization of the Kuder-Richardson 20 technique. For this procedure, the language development scales of over one hundred and fifteen hearing impaired children were analyzed. The second method through which the reliability of the Ski Hi LDS was estimated was through the use of inter-rater agreement. In this analysis, twenty-four university graduate students observed videotapes of three children manifesting receptive and expressive language behaviors. The students were asked to complete the LDS on th basis of the observed behaviors. Percentages of agreement were determined for units and items of the Ski Hi LDS. The third procedure utilized to estimate the reliability of the Ski Hi LDS was the test-retest method. In this analysis rater stability over time was the focus of measurement. To complete the procedure the responses of seven university graduate students were analyzed in order to determine the percent of rater agreement over time on the units of the Ski Hi LDS. Correlation coefficients between observation one and observation two also were determined.

In order to estimate the validity of the Ski Hi LDS, two procedures were utilized. Again, units and items of the receptive and expressive language scales were analyzed. First, concurrent validity was estimated by correlating twenty-seven children's scores of the Ski Hi LDS with their scores on the Receptive-Expressive Emergent Language Scale (REEL). The correlation was done on the basis of the median age of the highest unit passed by the child. The second method utilized to estimate the validity of the Ski Hi LDS was the Guttman Scaling technique. This procedure, in which the Language Development Scales of over one hundred and fifteen hearing impaired children were analyzed, was used to estimate the construct validity of the LDS.

The results of this study suggest that for a hearing impaired population from birth to five years of age, the Ski Hi Language Development Scale is a reliable and valid instrument which can be a viable alternative to the language development scales presently in use.

A PSYCHOLINGUISTIC ANALYSIS OF THE CLOZE RESPONSES OF SELECTED READERS OF VARYING ABILITIES DURING SILENT AND ORAL READING

Order No. 8110554

TUMARKIN, SANDRA RITA, ED.D. *The American University*, 1980. 251pp.

This study analyzed the patterns of "non-prespecified" responses on a written and oral cloze test exhibited by selected above average, average, and below average ability readers in order to develop a profile of how readers of varying abilities utilized particular reading strategies. The study also investigated how particular strategies employed in the silent reading process related to particular reading strategies in the oral reading process for readers of varying abilities.

The subjects were thirty-four sixth grade students and thirty-three eighth grade students. Scores from the Reading Comprehension Test of the *Iowa Tests of Basic Skills* were used to obtain the reading ability groups necessary to this study. The instruments used were every fifth word deleted cloze passages constructed from text materials not familiar to the students having a readability level, assessed by Dale-Chall and Fry Readability formulas, equal to the grade level tested. The subjects were administered a group written and an individually administered oral cloze test. Responses that were not identical to the deleted word in the cloze passages were analyzed using an adapted form of the *Goodman Taxonomy of Reading Miscues* and classified according to categories of correction, syntactic and semantic acceptability, and grammatical function. A comprehending score was also calculated.

To determine whether or not there were statistical differences between readers of varying abilities, analysis of the variance (ANOVA) was employed to identify those sources of variation critical at the $F = .05$ level. For those sources--ability, grade, and mode of testing identified as significant by the ANOVA--the Duncan Multiple Range Test was used to distinguish those means exhibiting significant differences. The findings revealed that: (1) Above average, average, and below average readers exhibit significantly different reading strategies that reflect their varying abilities on a written cloze test. (2) Above average, average, and below average ability readers exhibit significantly different reading strategies that reflect their varying abilities on an oral cloze test. (3) Although the process of reading is similar for all readers, there is a significant difference in the way readers of varying abilities use the information available to them. The degree to which a reader used the information on a written and on an oral cloze test distinguished the particular reading strategies of the above average, average, and below average ability readers from one another. (4) The consistent use of the language cues by readers of varying abilities suggests that oral reading and silent reading appear to be similar processes. (5) From those taxonomic characteristics highlighted by the written cloze test and those highlighted by the oral cloze test it appears that the written would be a valuable screening device, while the oral would be a beneficial diagnostic test when analyzing the "non-prespecified" responses of readers of varying abilities.

The following recommendations were made: (1) Research should be performed at different grade levels in order to further investigate the strategies of readers of varying abilities at different instructional levels. (2) Investigation of post-performance measures of comprehension would provide further insight into reading behaviors, on a written and oral cloze test. (3) Research should focus on the role that the correction strategy plays in the silent reading process. (4) Future research should investigate the validity and reliability of the cloze test as a diagnostic test of silent reading ability using some form of miscue analysis. (5) Research should be conducted with learning disabled students to assess their use of the syntactic and semantic cues on the printed page. This information would be an important addition to the Individualized Educational Program developed for each Special Education student.

THE RELATIONSHIP BETWEEN DIMENSIONS OF COGNITIVE STYLE AND SUCCESS WITH DIFFERENTIATED READING INSTRUCTION OF KINDERGARTEN CHILDREN

Order No. 8103335

WALKER, BARBARA JEANNE SHELL, ED.D. *Oklahoma State University*, 1980. 79pp.

Scope and Method of Study. This research was designed to study the relationship between cognitive styles and success in reading when different methods of instruction are utilized with kindergarten children. Each child approaches the reading task using his established patterns of cue identification and selection. Although language, visual, and auditory strengths indicate a preference for the type of cue selected, cognitive style dimensions indicate how that cue is selected. Students were randomly assigned to instructional groups where subtests for the *Ray Reading Methods Test* were employed. Appropriate cue selection strategies were stressed for four specific methods. Scores obtained from the delayed recall of the four subtests of the methods test used as the criterion variables. Dimensions of cognitive style were the predictor variables. Field dependence-independence was assessed using the *Children's Embedded Figures Test*. The *Matching Familiar Figures Test* was employed to assess the dimensions of impulsivity-reflectivity and cognitive efficiency-inefficiency. One hundred and twenty-one kindergarten children from two university towns were administered the instruments between February and April, 1980. The data were analyzed using the Pearson product-moment correlation and a stepwise multiple regression analysis.

Findings and Conclusions. The importance of cognitive style in the selection of an approach to beginning reading instruction was investigated. The results indicate that cognitive style does have a predictive relationship with word learning. Although it accounts for eight or nine percent of the variation in learning to read in the visual-auditory approach and the language experience approach, respectively, the relationship is significant. Various dimensions of cognitive style and their interactions were found to be significantly related to success in specific methods. Models of predictor variables were presented for each of the four methods: auditory-visual, visual-auditory, linguistic word structure, and language experience approach.

THE MEASUREMENT OF SYNTACTIC ABILITY IN FIRST-GRADE CHILDREN

Order No. 8105112

WALLACE, INA F., PH.D. *Columbia University*, 1980. 146pp.

The major focus of the present investigation was to determine the dimensions underlying syntactic ability. This project entailed examining the relationships between and among measures of syntactic production, comprehension of syntactic relations, and elicited imitation as well as investigating the correspondence between production and comprehension of specific syntactic structures. Reading readiness was also examined in relation to syntactic ability. In addition, supplementary analyses were performed to determine the effects of procedures, examiners, and sex of subjects on performance on measures of syntactic ability.

The subjects for the study were eighty first-grade children--42 boys and 38 girls--who were attending an upper-middle class school in a suburb of New York City. The mean age of the group was 6 years, 11 months.

The subjects were administered a battery of tests which assessed their syntactic production, their comprehension of syntactic relations, and their ability to imitate. In addition, spontaneous language samples were collected from each subject, in two different stimulus situations. Reading readiness scores, which were the total scores from the *Gates-MacGinitie Reading Readiness Skills Test*, were obtained from school records. Syntactic production was assessed by the *Sentence Construction Test*, the expressive portion of the *Northwestern Syntax Screening Test* and three measures computed using utterances from the language samples: Mean T-unit, Mean Syntactic Complexity Score, and Total Syntactic Complexity Score. Comprehension of syntactic relations was assessed by the *Miller-Yoder Test of Grammatical Comprehension*, an adapted Miller-Yoder Object Manipulation Test, Sentence Comprehension: Meaningful, and Sentence Comprehension: Anomolous. Elicited imitation was assessed by Sentence Repetition.

A weak relationship was found between production and comprehension. Furthermore, there was no relationship between production and comprehension of specific syntactic structures. These findings suggest that comprehension is not always superior to production as has previously been suggested in the literature.

Using factor analytic procedures it was found that two constructs, corresponding to spontaneous production and comprehension, accounted for 61% of the variance in syntactic ability. However, it was also found that when separate production measures were computed for each of the two language samples, two Production factors resulted, one representing each of the two stimulus situations. Furthermore, two of the originally classified measures of production loaded only on the factor defined as Comprehension. Task analyses also indicated that requirements for these two tests were more similar to those of the comprehension measures than to the procedures used to collect spontaneous production data. These results offer tentative support for a two-factor model of syntactic ability. The findings of this investigation also indicate that measures based on spontaneous language samples are a more valid way of assessing production, provided that the situation in which they are collected is taken into account.

It was found that elicited imitation loaded as highly on the Comprehension factor as did any of the measures of comprehension. This indicates that elicited imitation functions as well as any comprehension measure in assessing overall comprehension ability. Reading readiness also loaded on the Comprehension factor. Multiple regression analyses demonstrated that reading readiness is significantly related only to the comprehension measures, suggesting that pre-reading skills have more to do with comprehension than with production.

Situational variables were hypothesized as contributing to the differences found on two of the spontaneous production measures in which boys produced significantly shorter and less complex utterances. Because these were the only sex differences found and because both measures were based on the same language sample, it was suggested that there may have been an interaction between the stimulus used to elicit the utterances and the sex of the examiner.

AN OBSERVATIONAL STUDY OF THE RELATIONSHIP BETWEEN DIAGNOSIS AND REMEDIATION IN READING

Order No. 8101189

WEINSHANK, ANNETTE BARSHEFSKY, PH.D. *Michigan State University*, 1980. 181pp.

Purpose. This study empirically investigated the clinical problem solving behavior of reading specialists during a total of twenty-four observational sessions as they (1) diagnosed simulated cases of reading difficulty, (2) prepared an initial remediation plan, and (3) associated given remedial statements with diagnostic statements. The central purpose of the study was to assess whether reading specialists' diagnoses lead directly to remedial recommendations within and across sessions for given simulated cases.

Procedures. Eight experienced, credentialled, practicing reading specialists participated in the study. Four received their training entirely in Michigan, and four entirely in Illinois. Each clinician performed a series of tests using three simulated cases of reading difficulty over a period of at least one week. Two of the cases were thinly disguised versions of the same reading problem. The third represented a different reading problem. During each of her three sessions, each subject was asked to: (1) reach a judgment about a case and write a diagnosis; (2) write an initial remediation plan; (3) number and code all key diagnostic statements and transfer them to a standardized diagnostic checklist; (4) number and code all key remedial statements and transfer them to a standardized remedial checklist; (5) give the number and code of the diagnostic statement or statements (if any) associated with a given remedial statement; (6) respond to questions dealing with associations and non-associations between remedial and diagnostic statements; and (7) comment on three free-response questions.

Major Findings. (1) A small proportion of the total diagnostic and remedial statements/associations made accounted for agreement across two or more of the six sessions for a given case. The bulk of the statements/associations for a case were idiosyncratic, i.e., the statements/associations were made in only one session. (2) Across all cases a relatively small number of categories of diagnostic and remedial statements accounted for all statements made in two or more sessions. (3) Examination of common case information lead neither to common diagnoses, common remediations, nor common associations between remediation and diagnosis. Agreement between and within clinicians ranged from very little to none whatever. (4) Only by aggregating diagnostic and remedial statements/associations across the six sessions could the outlines of a meager consensus on each case be demonstrated. (5) At the individual clinician level, there was essentially no correlation between diagnosis and remediation. (6) At the group level, diagnosis and remediation showed a modest level of association. (7) Clinicians never followed their stated plans regarding information collection procedures and the writing of the diagnosis and remediation. (8) There was no difference in performance between the Michigan and Illinois subjects.

RELATIONSHIPS AMONG CEREBRAL LATERALITY, HAND POSITION WHILE WRITING, READING ABILITY, AND WISC SUBTEST PERFORMANCE

Order No. 8103250

WELLMAN, MARY M., PH.D. *The University of Connecticut*, 1980. 194pp.

The purpose of this research was to investigate the connection among hemispheric lateralization, hand position while writing, reading ability, and performance on selected WISC subtests. It was hypothesized that (1) disabled readers would be more bilateralized for verbal or visuospatial functions than would good readers, (2) lateralization would increase with age, (3) boys would be more lateralized than girls for visuospatial functions, (4) hand position can be viewed as a continuum, and the closer the child was to the normal right-handed position, the more lateralized the child would be for verbal and visuospatial functions, (5) the closer the child was to the normal hand position, the higher the child's reading scores, (6) verbal laterality measures would correlate with verbal WISC subtests; visuospatial laterality measures would correlate with the spatial WISC subtest used.

A sample of 121 right-handed, 7- to 9-year-old males and females representing the total range of hand positions was selected. These children were tested with the following instruments: (1) Two verbal laterality measures: tachistoscopic hemifield word recognition and dichotic listening, (2) Two visuospatial laterality measures: tachistoscopic hemifield dot location and dichhaptic shapes, (3) The Metropolitan Achievement Test (1978): Reading Comprehension subtest, (4) Two hand position indices:

writing sentences and copying nonsense shapes, (5) Three WISC subtests: Comprehension, Similarities, and Block Design, (6) The Slosson Intelligence Test.

Results indicate that: (1) disabled readers were just as lateralized for both verbal and visuospatial functions as good readers. However, disabled readers had significantly lower left and right visual field scores and msec. exposure rates than did good readers for the verbal tachistoscopic task, but not the visuospatial tachistoscopic task. (2) No age differences in lateralization were found for subjects between ages seven and nine. (3) Boys were significantly more lateralized than girls for visuospatial functions, but there was no sex difference in verbal lateralization. (4) The closer the child was to the normal hand position, the more lateralized he was for verbal functions, but this did not hold true for visuospatial functions. (5) The closer the child was to the normal hand position, the higher the child's reading scores. (6) Verbal laterality total accuracy scores correlated significantly with verbal WISC subtests scores; visuospatial dot location total accuracy scores correlated significantly with the spatial measure, WISC Block Design.

These results suggest that reading disability is not caused by bilateralization of function, but may be due to a visual associative dysfunction as McKeever and VanDeventer (1975) have suggested. Extrapolating from Shanon's (1978) data, it may be hypothesized that poor readers may use a non-normal hand position as a compensatory mechanism for lack of left-to-right directionality in reading and writing. Further, since verbal lateralization varies with hand position for sentence writing, and becomes significantly more non-normal when nonsense shapes are used as stimuli, Levy and Reid's (1976) hypothesis regarding hand position as an index of lateralization was partially supported.

A PROCEDURE TO EVALUATE COGNITIVE REQUIREMENTS OF BEGINNING READING MATERIALS

Order No. 8104634

WILLIAMS, CONNIE KEENUM, ED.D. *The University of Tennessee*, 1980. 135pp. Major Professor: Dr. Paul C. Burns

Many factors may be associated with difficulties experienced by beginning readers. The cognitive development of young children is receiving increased attention as one such factor. Investigations into instructional materials intended for use with beginning readers have shown that activities suggested by teachers' manuals may not be appropriate to the cognitive development of many of the children with whom they are being used. Analyses of reading materials are needed to determine their appropriateness for use with children at the developmental levels likely to be found in first grade.

No procedure, checklist, or assessment device was available to facilitate such analyses. It was the purpose of this research to develop a procedure to evaluate the cognitive requirements of beginning reading materials. Jean Piaget's theory of cognitive development provided the theoretical framework for the study. Information was sought concerning the complexities, usefulness, and practicality of such a procedure.

The literature was examined to identify activities, methods, or requirements which are thought by some authorities in the fields of reading, psychology, and early childhood education to be inappropriate for preoperational children. A panel of expert judges was used to establish face and content validity for the principles which were included in the exploratory version of the procedure.

A pilot study was conducted in which the procedure was used with a sample of beginning reading materials. The first part of the pilot study was conducted by educators such as those who might participate in textbook selection decisions. These educators represented five groups--first grade teachers, elementary school principals, elementary school librarians, system-level supervisors, and college or university professors. Each pilot study participant used the procedure with the same text based on synthetic phonics and answered questions concerning its use. The procedure results and responses to the questionnaire were used as the basis for revision of the instrument.

The second part of the pilot study consisted of application of the procedure by the researcher. Samples of three other types of readers were used. The three categories were an analytic program, a linguistic program, and a program with literary emphasis.

When various raters used the procedure to evaluate the same reading book, results were relatively consistent across raters. Use of the procedure to evaluate reading materials with different approaches showed that the procedure discriminates between types of instructional materials.

Conclusions of the study emphasized the complexity of the topic under consideration. It was recommended that consideration be given to alteration in instructional materials to make them more suitable for use with preoperational children. It was further recommended that attention be given to alternative ways of teaching reading to children who have not yet reached the stage of concrete operational thinking. Hypothesis-testing research is needed to extend the findings of the present study.

A DEVELOPMENTAL STUDY OF THE VISUAL PROCESSING OF SYNTACTIC STRUCTURES IN UNRELATED AND RELATED DISCOURSE: A COMPARISON OF COMPETENT MIDDLE SCHOOL READERS AND COMPETENT ADULT READERS

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Purpose of the Study. The purpose of the study was to obtain and analyze data concerning the visual processing of syntactic structures in unrelated and related discourse by competent middle school readers and to compare their performance to that of adult able readers. The study focused on the effects of types of discourse in processing syntactic structures and the effects of left- and right-embedded structures and cognitive processing performance. The behaviors measured were duration of gaze, duration of forward fixation, duration of regression, number of forward fixations, number of regressions, and number of total movements.

Materials. Materials consisted of unrelated and related discourse using active voice and employing no dependent clauses with the exception of the target embedding. The left-embedded structure was a relative clause that followed and modified the subject. The right-embedded structure was a relative clause that followed and modified the sentence object.

The conditions were presented with the EDL/Biometrics Reading Eye II, an electronic instrument that employs a photoelectric method to record eye movements on heat-sensitive graph paper.

Population and Procedures. Thirty sixth grade students were randomly selected from a group of competent readers chosen on the basis of teacher judgment, test scores, and parental consent. Thirty university graduate students were selected from a group of volunteers. They were presumed to be competent readers because of their educational status. All participants were native English speakers.

The subjects read five selections silently: an EDL paragraph, a left-embedded structure in unrelated discourse, a right-embedded structure in unrelated discourse, a left-embedded structure in related discourse, and a right-embedded structure in related discourse. Their eye movements were recorded with the EDL/Biometrics Reading Eye II.

Major Findings. The statistical tests supported the following findings: (1) There were no significant differences in the visual processing behaviors of competent middle school readers of left- and right-embedded structures either in the unrelated or the related discourse condition. (2) There were no significant differences between competent middle school readers and competent adult readers in the visual processing of left-embedded structures within the comparison between the unrelated and the related discourse condition. (3) There were significant differences in the visual processing of competent middle school readers and competent adult readers in areas of behavior within particular syntactic/contextual conditons. These were: (a) Duration of gaze: LE, SS and RE, SS; LE, π and RE, π; RE, SS and RE, π. (b) Duration of forward fixation: LE, π and RE, π; RE, SS and RE, π. (c) Duration of regression; LE, SS and RE, SS; LE, π and RE, π. (d) Regressions: LE, SS and RE, SS.

Implications of the Study. The results of the study indicated the following: (1) Competent middle school readers did not significantly differentiate their reading to accommodate either the syntactic or the contextual demands of the material. (2) Competent middle school readers were more like competent adult readers in their fixation behaviors and less like competent adult readers in their duration behaviors. (3) A developmental sequence in psycholinguistic processing seems to be evolving. (4) The function and development of short-term memory regarding visual processing efficiency needs to be investigated. (5) Efficient psycholinguistic processing behaviors cannot be assumed simply because a student scores well on a standardized test.

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